DOCUMENT RESUME

ED 326 786 CG 022 996

AUTHOR Conyne, Robert K.
TITLE A Context for Organizational Consulting in Counseling Psychology.
PUB DATE 12 Aug 90
NOTE 21p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Consultants; *Consultation Programs; Counseling Services
IDENTIFIERS *Counseling Psychology

ABSTRACT

Counseling psychologists have become increasingly active as consultants. However, the counseling psychology specialty historically has shown little concerted interest in consultation. Consequently, counseling psychologists have approached consultation through the conceptual lenses of their training and experience in counseling, psychotherapy, and teaching. As a result, much consultation is delivered by practitioners using models and skills from related areas, but not directly from concepts in the consultation literature. The human-development consultation system is divided into four basic premises: (1) it is a cyclical, collaborative problem-solving process; (2) it is administered to a consultee or consultee system to advance role effectiveness so that the client is served more proficiently; (3) organizational settings provide the greatest potential to maximize broad human development and prevention goals; and (4) long-term consultations afford the best opportunity for providing enduring change in organizations. The future of consultation in counseling psychology practice is equivocal, at best, although some current signs appear promising. While definitions of consultation exist, conceptual clarity and excellent, detailed examples are in short supply. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED326786

A Context for Organizational Consulting in Counseling Psychology

Robert K. Conyne, Ph.D.
University of Cincinnati

CG022996

Paper part of the Symposium, Organizational Consultation in Counseling Psychology--Four Case Studies: Training Implications (O'Neil, J. & Conyne, R.), at the annual meeting of the American Psychological Association, Boston, MA, August 12, 1990.

Running Head: Context

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert K. Conyne

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Context for Organizational Consultation by Counseling Psychology

Robert K. Conyne

Counseling psychologists have become increasingly active as consultants. However, the counseling psychology specialty historically has shown little concerted interest in consultation (Bardon, 1985; Meade, Hamilton, & Yuen, 1982). Consequently, counseling psychologists have approached consultation through the conceptual lenses of their training and experience in counseling, psychotherapy, and teaching. As a result, much consultation is delivered by practitioners using models and skills from related areas, but not directly from concepts in the consultation literature.

Gallessich (1985) identified the problem of inadequate training in consultation competencies and attempted to correct it. She altered the conceptual understanding of consultation by proposing a new paradigm called a "meta-theory" of consultation. Among other aspects, this overview organized traditional consultation models, such as clinical, behavioral, organizational, and consultee-centered, into three ideological systems: (a) Scientific-technological, (b) Human-development, and (c) Social/political. We use these ideological labels, instead

of the more traditional ones of models and types, to describe the cases included in the casebook to be published by Sage and The Counseling Psychologist, and to be presented in this symposium.

Our purpose in organizing this symposium on consultation is to contribute to the advancement of training, practice, and research in consultation. We are especially interested in fostering a closer linkage between the practice of consultation and the training appropriate to its proper execution. In particular, we further specify and extend the **human-development consultation** ideology, with its emphases on collaboration, education, and facilitation, that was identified by Gallessich (1985) as one of three major systems in consultation.

We believe that detailed case studies of the kind summarized in this symposium, that follow a clear conceptual framework, are what is needed now to continue the development of the consultation intervention for counseling psychologists, professional counselors, and other qualified helpers. It is necessary to integrate evolving theory with practice much more closely if consultation training, interventions, and research are to improve and if consultees and clients are to be well-served. Precious few applications exist in counseling psychology of consultation of this kind, despite sporadic calls and models being provided over the years (e.g., Conyne & Clack, 1975; Meade, Hamilton, & Yuen, 1982; Morrill, Oetting & Hurst, 1974). Our firmly held contention is that detailed illustrations of consultation case studies are in critical need now to advance the

integration of consultation training with professional practice.

Last, we believe that the long-term nature of these complex cases, combined with the rich detail with which they are presented, serve to reach our overarching goal: To advance training, practice, and research in consultation with particular emphasis on bringing consultation training and practice into closer relationship.

The Gap Between Consultation Training and Practice

As we have observed, consultation is used extensively to foster new knowledge and improved services in modern work environments. Many counseling psychologists and other professional helpers, such as counselors, social workers, and school psychologists, consult on a regular basis. However, at least with reference to the consulting activity of counseling psychologists, the data are inconsistent.

One survey of APA Division 17 members indicated that counseling psychologists spend about 15% of their time consulting (Nutt, 1976), while a more recent survey (Watkins, Lopez, Campbell, & Himmel, 1986) found that 61% of those counseling psychologists sampled spent an average 7.3% of their work week consulting. This latter percentage is an insubstantial fraction of the average 46 hours per week reported, yet it is well beyond the percentage of time reported to be spent on such counseling psychology "staples" as vocational counseling (4.5%), vocational assessment (2.2%), and structured groups (2.4%). Of course, the 7.3% of time spent on consultation falls far short of the

predominant intervention of contemporary counseling psychologists, individual psychotherapy (27.5%).

Another survey (McNeill & Ingram, 1983), of training directors of both APA- and non-APA approved internship sites and programs, examined training practices in counseling psychology. Results of this survey showed that consultation techniques and consultation practicum are experienced by only a "few" students. These researchers conclude from their overall survey results that, "techniques of consultation appear to be given more precedence in internship settings than in graduate training programs (p. 95)."

Problems in consultation training are not new. Banikiotes (1977) found that most doctoral programs weighted their curricula toward counseling theory, group process, assessment, and vocational development, with consultation and outreach ranking 20th in curricular offerings. Nearly a decade later, Birk and Brooks (1986) sampled 300 recent graduates in Counseling Psychology to determine which activities and competencies were important for effective job performance and to what extent doctoral training programs provided adequate training in those areas. Forty-nine percent of the respondents who rated consultation as important did not rate their training in it as adequate.

All of these survey results indicate that a wide discrepancy exists between consultation practice, which appears to be relatively frequent, and consultation training, which seems to be

both inadequate and infrequent. As if the disparity itself between practice and training were not enough cause for concern, consultation practice itself has been said to be at a developmental crisis point (Gallessich, 1985). She extended an alarm about consultation sounded earlier by Conyne (1982) indicating that a clear and integrated conceptual framework was lacking and that "...consultation is an at risk intervention in our field...under-nourished, if not starving (p. 53)."

Counseling Psychology's Ambivalence about Consultation

However, despite these strong warnings, it may be that the term ambivalence more accurately describes counseling psychology's current relationship with consultation than do those of "crisis" or "at risk intervention." In a very real sense, consultation theory and practice reflect the development of the profession. Consultation emerged after the early mission statements of counseling psychology (APA 1952a, APA 1952b), and after the historic Greystone Conference where the identity, roles and training standards of counseling psychology were first established (Thompson & Super, 1964). During the 1970's and 1980's some of the initial formulations of the profession were analyzed again and both old and new roles were embraced. Consultation was a new role that followed from the long commitment of counseling psychology to developmental and preventive interventions and from the origins of the profession from the social reform activities of Frank Parsons (Zytowski, 1985).

The Community Mental Health Act of 1963, and its call for consultation and education services in the community, demanded a further response from counseling psychologists to engage in interventions other than the traditional "counseling services paradigm:" Individual, remedial, direct service (Conyne, 1987). Forces such as these led Hurst to observe:

> "Counseling" is but one of many interventions we now have in our professional repertoire. We are now able to talk about training, consultation (italics ours), media...to mention just a few intervention strategies. It was never intended that "counseling," which is a process, should become an outcome to be perceived as an end in itself. (In Whiteley, 1980, p. 198).

Yet, while counseling psychologists did indeed talk about other interventions, such as consultation, mostly what was done and what trainees were prepared to do remained unchanged. The profession found itself in a state of ambivalence, push-pulled between adhering closely to the "tried-and-true" formula of individual-remedial-direct service interventions (counseling and psychotherapy) or moving directly to add consultation and other interventions to its training, service, and research repertoire. As one result of this ambivalence, consultation in counseling psychology has been characterized by underdeveloped training and uneven practice.

Emerging signs exist, however, that the profession is beginning to face its ambivalence about consultation through its

published standards, position papers, and more contemporary training practices. The Specialty Guidelines for Delivery of Services by Counseling Psychologists (APA, 1981) include consultation as part of a counseling psychologist's services, as we have mentioned previously. Even more indicative of the emerging importance of consultation are current curricular advances in the intervention. Gallessich and Watterson (1984) found two-thirds of the APA-accredited predoctoral training programs in counseling psychology offered an organized consultation course and 30% of these programs required this course. Over the last decade or so more published literature has appeared on consultation than ever before (e.g., Brown, Kurpius, & Morris, 1988; Dustin & Blocher, 1984; Gallessich, 1985; Kurpius, 1978; Kurpius & Brown, 1988; Kurpius, Dunn & Brack, 1989; Hamilton & Meade, 1979; Leonard, 1977). An especially important contribution was the edited special issue on consultation in The Counseling Psychologist (Brown & Kurpius, 1985), that examined the topics of consultation theory, interventions, training, and ethics.

When many leaders in counseling psychology met for the Third National Conference for Counseling Psychology (Gazda, Rude, & Weissberg, 1988), consultation was included in several of the position papers. For example, Meara and associates (1988) listed consultation as one of eight content areas comprising the core of counseling psychology. Kagan and associates (1988) listed consultation as a major role and function of counseling

psychologists working in a variety of settings including hospitals (Altmaier, 1987), business and industry (Dowd, 1987), university counseling centers (Vasquez, 1987), and private practice (Tanney, 1987). Furthermore, it was recommended that counseling psychology training programs encourage diverse training opportunities through additional practica, placements, and specialized training in consultation (Kagan, et al., 1988).

All of these developments suggest a growing commitment in counseling psychology to consultation, both in principle and practice. Simultaneously, a continuing and considerable need exists for advancing consultation training and practice because systematic and comprehensive preparation remains a serious issue.

Toward Closing the Gap between Training and Practice

The gap needs to be closed between the relatively large number of counseling psychologists and other professional helpers consulting, compared with those relatively few who have received explicit training in consultation. Competencies, such as in knowledge, behavior, and judgment, have been specified. Training modalities, such as through didactic presentations, experiential practice, and field-based delivery, have been identified. The process of supervising consultation according to its evolving temporal sequence has been elucidated. The need for establishing credible field-based consultation sites has been emphasized. Three main challenges remain to be met: (a) expanding this generic training regimen beyond mental health consultation to other forms, such as organization consultation, work which

Gallessich (1983) has begun and to which we contribute in this book; and (b) developing training materials, such as the cases in this book, that allow students to understand the complexities of consultation; and (c) incorporating this training into existing graduate programs.

Conceptual Framework

The conceptual framework that we have developed governs each of the four case studies contained in this symposium. It is based on the three ideological systems of consultation presented by Gallessich (1985): (a) Scientific-technological consultation, where the scientific method dominates and information and principles are provided; (b) Human-development consultation, where human growth and development goals dominate; and (c) Social/political consultation, where political and social considerations receive high priority. Therefore, by accepting this "meta-system" describing consultation approaches, we make no attempt to explicate further what specific "type" of consultation (e.g., behavioral or clinical) is followed by each case, other than each case is conducted within an organizational context.

Of the three ideological systems, our bias is that human-development consultation is most consistent with the dominant value orientation of counseling psychology. As Gallessich (1985) described human-development consultation:

> The highest priority of this system is human growth and development. Problems are conceptualized in terms of consultees' professional and personal

> developmental needs. Within this system are two different assumptions as to how to assist this development. These assumptions lead to different processes and roles.... The collaborative approach assumes that consultation will be more effective if consultant and consultee together assess the problem and evolve solutions to it. Underlying both approaches are assumptions that growth involves affective and cognitive processes and that the consultant's primary roles are educational and facilitative (pp. 346-347).

We have articulated this broad definition of the human-development consultation system into four basic premises: (a) it is a cyclical, collaborative problem-solving process, (b) it is administered to a consultee or consultee system to advance role effectiveness so that the client is served more proficiently, (c) organizational settings provide the greatest potential to maximize broad human development and prevention goals, and (d) long-term consultations afford the best opportunity for providing enduring change in organizations. A discussion of each premise follows.

Premises

(a) Cyclical, collaborative problem-solving processes are vital to consultation by counseling psychologists. These processes represent the ethos and direction that generally seem best suited to the general practice of counseling psychology.

A cyclical, collaborative problem-solving approach explicitly demands that consultants and consultees work together through a series of steps to identify the problem, to generate potential solutions to it, to design a problem solution plan for implementation, to evaluate the effectiveness of that plan, and to recycle feedback along the way as appropriate. We believe this approach provides the best opportunity for counseling psychologists to be effective as consultants at empowering human development.

The cases included in this symposium center on the application of a human-development system to organization consultation. However, elements of the other two systems (scientific-technological and political/social) are represented. For instance, the case of O'Neil and Conyne, on the change of racist and sexist institutional structures, demonstrates how the provision of expert information and the application of political processes were meshed within the overall model of collaborative problem-solving to produce necessary system-wide changes.

This blending of aspects from the three consultation systems within a single case reinforces the observation of Gallessich (1985), who indicated that the three ideological systems may not be mutually exclusive. Although the three systems represent unique ideological positions for conceptualizing consultation, it seems clear to us that each system can accomodate consultation roles drawn judiciously from the other two systems.

(b) Consultation is administered to a consultee or consultee

system to advance role effectiveness so that the client is served more proficiently.

One of the unique powers of consultation is its triadic structure and its concomitant focus on effective performance of roles, work, and tasks. Clarity about these factors is necessary for counseling psychologists to differentiate consultation from counseling. In the more familiar counseling interventions, the counselor or therapist works directly with the client to help him or her resolve a personal concern. This process is dyadic in structure and personally focused. In contrast, the consultant assists a consultee (or consultee system, such as an organization) to help resolve a role, work, or task issue, thereby fostering greater effectiveness and productivity. This process is triadic in structure. The consultant assists a consultee, not primarily to help him or her to advance independent from role, work, or task accomplishment, but with the expressed purpose of helping the consultee to apply any gains realized directly to improve role effectiveness.

(c) Organizational settings provide the greatest potential for using this form of consultation to maximize broad human development and prevention goals. Thus, while perfectly respectable approaches are available for working with single consultees (e.g., the mental health consultation of Caplan, 1970), we choose not to add to this already substantial literature base. We consider organizational consultation efforts to hold greater promise for more extensive effects. The cases

highlighted in this symposium show how counseling psychologists and other professional helpers can initiate, develop, and maintain long-term consultation projects in organizations spanning a variety of settings, such as education and health care.

These organizational settings, with their largely untapped potential for fostering human development and prevention, may very well still constitute a "new frontier" for counseling psychology. This futuristic area has been envisioned by several counseling psychologists, as were reported from the Third National Conference for Counseling Psychology (Kagan, et al., 1988), but before that, as well (e.g., Cochran, 1982, on organizational consultation on college campuses; Conyne, Banning, Clack, Corazzini, Huebner, & Wrenn, 1977, on consulting with organizational and environmental settings; Hamilton and Meade, 1979, and Kurpius, 1985, on adopting a systems view to consultation; Osipow and Toomer, 1982, on consulting in business and industry; and Rapin, 1985, and Thoresen and Eagleston, 1985, on consulting in health care settings). This "new frontier" is ripe for exploration by counseling psychologists who are well trained in consultation.

(d) Long-term consultations afford the best opportunity for promoting enduring change in organizations. We selected the five cases presented in this book carefully, in part, because of their systematic attention to all phases of consultation. Thorough implementation requires an extensive time commitment from

consultants and consultees alike. Although short-term consultations are important, sometimes critically necessary, and can be very effective, our biases are that long-term consultation affords the greater possibility for attaining enduring change, especially in organizations. Additionally, we think consultation occurring over a substantial period of time naturally provides a richness of data for exploration and in-depth analysis that we hope will lead to improved practice, training, and research.

Conclusion

The future of consultation in counseling psychology practice is equivocal, at best, although some current signs appear promising. While definitions of consultation exist, conceptual clarity and excellent, detailed examples are in short supply.

This symposium (which extracts from an upcoming casebook on consultation) is intended to contribute to the advancement of consultation practice, research, and training by summarizing four detailed case studies that revolve consistently around basic premises and concepts. Our work builds on past contributions of counseling psychologists and emphasizes the elements of cyclical, collaborative problem-solving; a triadic, role effectiveness focus; organizational settings; and long-term involvements. The case studies span organizational settings, including those of education, health care, and public sector, thus contributing to expanding the scope of how counseling psychologists can apply consultation.

Now, on to the cases.

REFERENCES

Altmaier, E. (April, 1977). Practice role in hospital medical settings. Paper presented a National Conference for Counseling Psychology, Atlanta, Georgia.

American Psychological Association. (1952a). Recommended standards for training counseling psychologists at the doctoral level. American Psychologist, 7, 175-181.

American Psychological Association. (1952b). The practicum training of counseling psychologists. American Psychologist, 7, 182-188.

American Psychological Association. (1981). Specialty guidelines for the delivery of services by counseling psychologists. American Psychologist, 36, 652-663.

Banikiotes, P. (1977). The training of counseling psychologists. The Counseling Psychologist, 7, 79-81.

Bardon, J. (1985). On the verge of a breakthrough, pp. 355-362. In D. Brown & D. Kurpius (Eds.), Consultation. The Counseling Psychologist, 13.

Birk, J. & Brooks, L. (1986). Required skills and training needs of recent counseling psychology graduates. Journal of Counseling Psychology, 33, 320-325.

Brown, D. & Kurpius, D. (Eds). (1985). Consultation (Special issue). The Counseling Psychologist, 13(3).

Brown, D., Kurpius, D., & Morris, J. (Eds.). (1988). Handbook of

consultation with individuals and small groups. Association for Counselor Education and Supervision (Order No. 72295).

Caplan, G. (1970). The theory and practice of mental health consultation. New York: Basic Books.

Cochran, D. (1982). Organizational consultation: A planning group approach. Personnel and Guidance Journal, 60, 314-317.

Conyne, R. (1982). Reaction to Meade, Hamilton, & Yuen: The time is yesterday. The Counseling Psychologist, 10, 53-55.

Conyne, R. (1987). Primary preventive counseling: Empowering people and systems. Muncie, IN: Accelerated Development.

Conyne, R., & Clack, R. (1975). The consultation intervention model: Directions for action. Journal of College Student Personnel, 16, 413-417.

Conyne, R., Banning, J., Clack, R., Corazzini, J., Huebner, L., & Wrenn, R. (August, 1977). The environment as client: Considerations and implications for counseling psychology. Paper presented at the annual meeting of the American Psychological Association, San Fransisco, California.

Dowd, E. (April, 1987). Counseling psychology in business and industry. Paper presented at National Conference for Counseling Psychology, Atlanta, Georgia.

Dustin, D., & Blocher, D. (1984). Consultation. In S. Brown & R. Lent (Eds.), Handbook of Counseling Psychology. New York: Wiley.

Gallessich, J. (1983). Training psychologists for consultation with organizations, pp. 142-163. In J. Alpert & J. Meyers

(Eds.), Training in consultation. Springfield, IL: Thomas.

Gallessich, J. (1985). Toward a meta-theory of consultation. In D. Brown & D. Kurpius (Eds.), Consultation. The Counseling Psychologist, 13, 336-354.

Gallessich, J. & Watterson, J. (1984) Consultation education and training in APA-accredited settings: An overview. Paper presented at the 92nd annual meeting of the American Psychological Association, Toronto, Canada.

Gazda, G., Rude, S., & Weissberg, M. (Ed.). (1988). Third National Conference for Counseling Psychology: Planning the future. The Counseling Psychologist, 16, Whole issue.

Hamilton, M., & Meade, C. (Eds.). (1979). Consulting on campus. San Francisco, CA: Jossey-Bass.

Kagan, N. and Associates. (1988). Professional practice of counseling psychology in various settings. The Counseling Psychologist, 16, 347-365.

Kurpius, D. (1978). Consultation theory and practice: An integrated model. Personnel and Guidance Journal, 56, 335-338.

Kurpius, D. (1985). Consultation interventions: Successes, failures, and proposals. In D. Brown & D. Kurpius (Eds.), Consultation. The Counseling Psychologist, 13, 368-389.

Kurpius, D., Brown, D. (Eds.). (1988). Handbook of Consultation: An intervention for advocacy and outreach. (Special issue). Washington, D.C.: Association for Counselor Education and Supervision.

Kurpius, D., Dunn, L., & Brack, G. (1989). Alternative approaches to consultation practice. Counseling and human development, 21, 1-9.

Leonard, M. (1977). The counseling psychologist as an organizational consultant. The Counseling Psychologist, 7, 73-77.

McNeil, B., & Ingram, J. (1983). Prevention and counseling psychology: A survey of training practices. The Counseling Psychologist, 11, 95-96.

Meade, C., Hamilton, K., & Yuen, R. (1982). Consultation research: The time has come, the walrus said. The Counseling Psychologist, 10, 39-51.

Meara, N. and Associates. (1988). Training and accreditation in Counseling Psychology. The Counseling Psychologist, 16, 366-384.

Morrill, W., Oetting, E., & Hurst, J. (1974). Dimensions of counselor functioning. Personnel and Guidance Journal, 52, 354-359.

Nutt, R. (1976). A study of consultation services provided by counseling psychologists. Dissertation Abstracts International, 37, 5816B. (University Microfilms No. 77-9516,157)

Osipow, S., & Toomer, J. (Eds.). (1982). Counseling psychology in business and industry. The Counseling Psychologist, 10.

Rapin, L. (1985). Organization development: Quality circle groups. In R. Conyne (Ed.), The group workers' handbook:

Varieties of group experience (pp. 214-232). Springfield, Il: Thomas.

Tanney, M. (April, 1987). Empowering counseling psychologists in private practice. Paper presented at National Conference for Counseling Psychology, Atlanta, Georgia.

Thompson, A., & Super, D. (1964). The professional preparation of counseling psychologists: Report of the Greystone Conference. New York: Bureau of Publications, Teachers College, Columbia University.

Thoresen, C., & Eagleston, J. (Eds.). (1985). Counseling for health. The Counseling Psychologist, 13.

Vasquez, M. (April, 1987). Diversity and multicultural counseling from a counseling psychologist's perspective: A reaffirmation. Paper presented at National Conference for Counseling Psychology, Atlanta, Georgia.

Watkins, C., Lopez, F., Campbell, V., & Himmell, C. (1986). Contemporary counseling psychology: Results of a national study. Journal of Counseling Psychology, 33, 301-309.

Whiteley, J. (1980). The history of counseling psychology. Monterey, CA: Brooks/Cole.

Zytowski, D. (1985). Frank, Frank! Where are you now that we need you? 1984 Division 17 Presidential Address. The Counseling Psychologist, 13, 121-135.